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ABSTRACT

The process developed and implemented by the Eastern Iowa Community College District (EICCD) to evaluate its vocational and technical programs is described. The process provides for the flow of information and recommendations from the faculty through administrative ranks to the Chancellor of the District. The EICCD is comprised of three colleges and serves 24 kindergarten-through-grade 12 school districts. The program evaluation process, developed through cooperative effort, consists of two phases. Phase 1 is an annual review, consisting of the annual collection, analysis, and review of discrete program data on 10 elements that are compared year-to-year over a three-year period. These data elements concern enrollment, contact hours, graduation and withdrawal rates, costs, class size, and success of program leavers and graduates. In Phase 2, all vocational-technical programs are evaluated on a three-year cycle with a sequence determined by the District Instructional Council. Five major components of Phase 2 are: (1) surveys of six target groups; (2) local labor market assessment; (3) faculty self-study; (4) Internal Review Team visit and report; and (5) faculty response. All documents compiled in the evaluation process are made available to college and district administration. All programs have been modified based on evaluation information; a few have been terminated. The decision-making process and use of evaluation results are considered. Examples of program evaluation surveys, labor market assessments, and the faculty self-study report are appended. (SLD)

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THE EASTERN IOWA COMMUNITY COLLEGE DISTRICT
PROGRAM EVALUATION PROCESS:
A VITAL AND PRACTICAL TOOL
FOR ENSURING PROGRAM RELEVANCY

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INTRODUCTION

No one can deny the impact of the changing and emerging technologies on our nation's community and technical colleges. The influx of non-traditional students across a wide spectrum of entry-level skills and knowledge, and severe fiscal restraints, have further stretched the ability of community and technical colleges to provide quality educational opportunities for all students. Colleges must be able to respond programmatically to these challenges; however, what information do decision makers need in order to plan strategically and to act tactically?

The current economic climate of fiscal restraint necessitates timely and accurate data regarding program relevancy. Budget cutbacks and financial-limitations, coupled with changing employment needs, and the increasing use of the high technologies, require an ongoing evaluation of an institution's vocational-technical programs. Institutions must systematically assess the labor marketplace and the degree to which their programs accomplish their mission of preparing individuals for successful entry and performance in specific occupations. The Eastern Iowa Community College District (EICCD) is no exception.

The EIOCD is located in the heart of the farm belt and is the center of the farm implement industry. Its recovery from the economic recession which has gripped the nation's agricultural sector has required the retooling of industries and aggressive economic development efforts.

Faced with cutbacks in state funding, enrollment drops in its trade and industrial programs, and the need to develop new programs and to upgrade its existing programs, the EIOCD needed to act -- but how and where? A multitude of questions had to be answered. Only by going directly to its community and the local labor marketplace, could the EIOCD have accurate information which could direct programmatic and budgetary decision making.

The program evaluation process developed and implemented by the EIOCD provides the information to make such crucial decisions. It is an evaluation process by which: timely and accurate data are provided to both faculty and administrators regarding the health and viability of its vocational-technical programs; program recommendations are formulated and validated; and, decisions are made regarding resource allocations and the maintenance, revision or termination of a program. Additionally, the implementation of The EIOCD Program Evaluation Process has provided opportunities to compare business and industrial standards with occupational programs standards; to inform former students, employers, and the business community of the institution's commitment to self-improvement and excellence; to involve and utilize the expertise of representatives from related businesses and industries; and, to identify needed changes and modifications in the physical facilities and instructional equipment.

The EIOCD Program Evaluation Process was implemented after a two-year study and development phase, funded by the Institutional Aid Program of Title III, the Higher Education Act. It has received national recognition for its comprehensiveness, faculty involvement, input from the job marketplace and community, low cost, impact on institutional decision-making, and adaptability to other institutions. This article describes the major components of The EIOCD Program Evaluation Process.

The Purpose of Program Evaluation

The major goal of program evaluation is to improve the quality of education. It is a means of ensuring program quality and relevance, and the effective and efficient use of resources. Program evaluation is a cooperative process which utilizes the knowledge and expertise of instructors, administrators, current and former students, employers, and advisory committee members. Program evaluation is worthwhile in itself for it initiates a process of self-examination among administrators and faculty, and assists in the formulation and clarification of program goals and objectives.

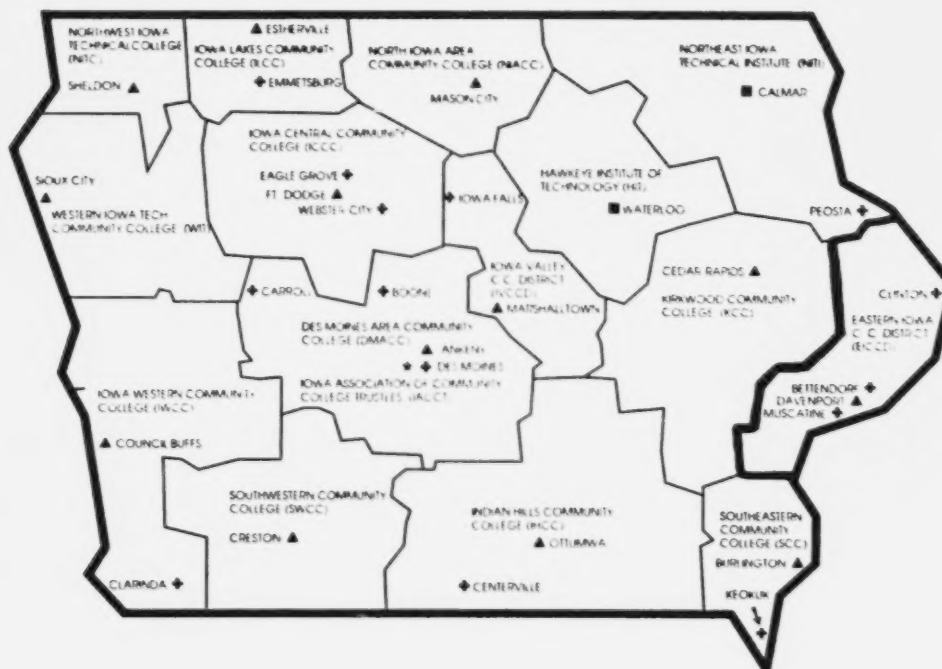
The EIOCD Program Evaluation Process provides for the flow of information and recommendations from the faculty, through the administrative ranks, all the way to the Chancellor of the District. Not only is the information used by decision-makers regarding the maintenance, modification or termination of an existing program, but it also provides valuable insights into areas of new program development.

The Eastern Iowa Community College District

The EIOCD is a multi-college District serving eight counties in east-central Iowa, and is comprised of three colleges: Scott Community College, Clinton Community College, and Muscatine Community College. (See Figure 1.) The EIOCD serves twenty-four K-12 school districts and more than 290,000 residents; it is the third most populated area in the State of Iowa. Boardered on the east by the Mississippi River, the 2,644 square mile area encompasses some of Iowa's richest farmland as well as the largest urban area on the river between St. Paul and St. Louis.

Figure 1

IOWA'S COMMUNITY COLLEGES



Each of the three colleges is a comprehensive community college with Arts and Science college transfer programs, vocational-technical programs, and community/continuing education offerings. The credit offerings include 36 vocational-technical programs, 11 career option programs and more than 70 Arts and Sciences concentrations. In FY88, unduplicated credit headcount totalled 8,178, with an FTEE of 5,182; Community Education enrollment totalled 39,239.

The District Office of Academic Affairs and Planning coordinates the program development, revision, and evaluation efforts of all three colleges, and includes the functions of institutional research.

Development of the Process

The successful development and implementation of a comprehensive program evaluation process for the vocational-technical offerings of the EICCD was contingent upon the involvement of and ownership by faculty in the process, and administrative support and commitment.

The EICCD established a Program Improvement Steering Committee with the purpose of designing a program evaluation process which would provide program specific information to all levels of institutional decision-makers. The Program Improvement Steering Committee was composed of faculty, college program administrators, Student Development personnel, and District Academic Affairs administrators. The purpose of the Committee was to develop a practical program evaluation process which would include the collection and analysis of pertinent program data; provide recommendations regarding a program's curriculum, facilities and equipment, staff development activities for faculty, and college/student services; and, require minimal time on the part of faculty.

The District Office of Academic Affairs and Planning conducted a review of the literature and related research regarding program evaluation processes, looking specifically at those utilized for vocational and technical programs, and by community and technical colleges. Over 40 different models were examined in detail, commonalities and strengths noted, summary reports written, and a review conducted by the Program Improvement Steering Committee. Visitations to three colleges with operational program evaluation processes were conducted by various members of the Committee.

The EICCD needed to develop a process which would provide faculty the opportunity to respond to data regarding their program, to identify the strengths and weaknesses of their program, and to make recommendations. In the EICCD, a master contract is negotiated between the administration and the teachers' collective bargaining unit. This contract stipulates that program evaluation is a responsibility of a full-time teacher; teachers are not paid extra for completing tasks related to the evaluation of their program. Therefore, the EICCD needed to develop a process which would not require an inordinate amount of faculty time.

Another obstacle facing the EICCD was a faculty mistrust of statistical data regarding their program's enrollment and cost. The Committee identified ten discrete data elements to be collected on each program, and examined the ways in which the data are gathered, tabulated and analyzed. Objectivity and consistency in reporting was a primary concern. The Committee recommended that these responsibilities be assigned to the District institutional research staff to ensure

objectivity, accuracy, and consistency in reporting data across all programs.

In order to limit the amount of time required of faculty in the implementation of the process, all surveys conducted as a part of the process would be mailed, receipted, tabulated, analyzed, and a summary report written by the District Office of Academic Affairs and Planning. This would also guarantee accuracy and objectivity in the collection and reporting of survey data.

THE EICCD PROGRAM EVALUATION PROCESS

The EICCD Program Evaluation Process has been pilot-tested and evaluated on the thirty-six vocational-technical programs of the District. It has proven to be comprehensive in nature, low in cost, and require minimal additional time on the part of faculty. It has also resulted in local businesses and industries being more knowledgeable about and supportive of the college and its programs.

The EICCD Program Evaluation Process consists of two phases. Phase I is the Annual Review of the program, and consists of the annual collection, analysis, and review of discrete program data on ten (10) elements. These data are compared year-to-year over a three (3) year period. Phase II is an in-depth program evaluation conducted on a three-year cycle.

Phase I: Annual Review

The purpose of the Annual Review is to provide a "snapshot view" of the health of a program. This two-page report on each program is a quick means of determining the well-being or health of a program. The ten data elements of the Annual Review are compared year-to-year over a three-year period, and are listed in Figure 2.

FIGURE 2
DATA ELEMENTS OF THE
ANNUAL PROGRAM REVIEW

1. Unduplicated enrollment/headcount
2. Contact hours generated by the program
3. FTEE generated by the program
4. Program graduation/completion rates
5. Program leavers and withdrawal rates
6. Program majors' intent for enrolling in the program
(to graduate or complete the program, to attend one
or two courses for skill upgrading, job promotion,
or to obtain a new job; or, for personal interest)
7. Program costs (per student, contact hours, and
FTEE)
8. Average class size
9. Success of program leavers and graduates (includes
job placement and employment status, as well as
college transfer information)
10. Advisory Committee meetings' highlights and
Department meetings' highlights

The collection and reporting of the annual review data is completed by the District Office of Academic Affairs and Planning. Printed reports are provided to college administrators annually, and to faculty when they are conducting the Self-Study of their program.

Phase II: In-Step Program Review

All vocational-technical programs are evaluated on a three-year cycle. The sequence of programs in the three-year cycle is determined by

the District Instructional Council, but a program's placement in the cycle may be accelerated if the Annual Review raises questions or concerns regarding its continued viability.

The five major components of Phase II are:

1. Surveys conducted of six target groups.
2. A local labor market assessment in the specific program/occupational area.
3. Faculty Self-Study of the program.
4. The Internal Review Team visit and report.
5. Faculty Response.

1. Surveys. Surveys are conducted of the following six groups prior to the faculty self-study:

1. Current students enrolled in the program.
2. Graduates of the program from the past three years.
3. College administrators.
4. Part-time faculty in the program.
5. Program Advisory Committee members.
6. Employers of the program's graduates.

These surveys are standardized for all vocational-technical programs of the EIOCD, and are designed for tabulation and analysis using the SPSS. These surveys are provided in Appendix A.

The distribution and receipting of the surveys; data entry, analysis, and interpretations; and the writing and printing of the results are all coordinated by the EIOCD Office of Academic Affairs and Planning. Reports are provided to the faculty and Internal Review Team members for interpretation, the identification of program strengths and weaknesses, and the formulation of recommendations. Thus, faculty are

put into a position of interpreting and recommending changes in their program, as opposed to data collection and analysis. The functions of data collection and analyses were deliberately removed from the faculty for these reasons:

- 1) to concentrate the teachers' efforts on the interpretation of data;
- 2) to keep the teachers' time involved in program evaluation to a minimum; and,
- 3) to ensure consistency, accuracy, and objectivity in the collection, tabulation, and analyses of the data.

The target groups are asked to provide information regarding the quality of instruction, program and course objectives, instructional methodologies and materials, equipment, facilities, advising, job placement and college transfer services, individualized instruction, learning resources, other college services, and future occupational outlook.

2. Local Labor Market Assessment. A local labor market assessment is conducted in each program's occupational field. Combined with regional and national data, the assessment provides information regarding employer need for the program's graduates as well as future needs in the occupational field. The local labor market assessment is unique for each program/occupational field.

The development of each program's labor market assessment, and the data collection and analysis is coordinated by the District Office of Academic Affairs and Planning. An Ad Hoc Assessment Task Force is formed for each occupational/program area, composed of faculty, employers, and an Assessment Specialist. Since the information from the assessments is used for programmatic as well as budgetary decision making, it is

important that faculty are involved in the identification of questions specific to the occupational field and the determination of businesses and industries who will receive the survey. Ownership of the survey by faculty is imperative, for the results of the survey often indicate the need for program revisions, equipment acquisition and facility changes. Faculty must be confident that the items asked are appropriate for their specific occupational field.

The assessments consist of two surveys. The initial survey is sent to all known or prospective employers of technicians or specialists in the occupational field. This survey obtains information regarding:

1. The demographics of the respondent: location, type of business, size, total number of employees, and the number of employees in specific categories.
2. Entry-level employees: minimum education level required and preferred, minimum work experience required and preferred, type of compensation, and expected annual compensation.
3. Current employees: type of equipment used, continuing education needs, and preferred methods for meeting continuing education needs.
4. Employment needs and projections: immediate number of job openings, and projected job openings of the next three years.
5. Local and national trends in the occupational field.

The second survey is designed to determine the competencies required of entry-level employees in the occupational field. Data are collected from employers who indicated on the first survey that they intend to hire employees in the specific occupational field. The Ad Hoc Assessment Task Force reviews the results of the initial survey giving special attention to the characteristics of the respondents, the requirements for employees with generalized and specialized skills and knowledge, and the recent and projected changes in the occupational field. The Ad Hoc Assessment Task

Force also examines related research, occupational task lists such as DACUM charts, and competency-based curricular materials in the program. The second survey consists of the list of entry-level employee competencies compiled by the Task Force; the respondents are asked to rate each competency on three variables:

1. Importance of the competency.
2. Frequency of use on-the-job.
3. Immediacy of use.

This survey also provides space for the respondents to write in additional competencies they require new hires to have. Several examples of these surveys are given in Appendix B.

All labor market assessment surveys are designed for tabulation and analysis using the SPSS. Data are collected and analyzed, and the results summarized by District staff; these summary reports are provided to the faculty and Internal Review Team members for interpretation and the formulation of recommendations.

3. Faculty Self-Study. The faculty in each program collectively complete the Self-Study report, given in Appendix C. Generally, the Department Chairperson, or his or her designee, coordinates the efforts of the faculty in completing the Self-Study. This report consists of the answers to 22 questions regarding:

- the history of the program;
- program philosophy, goals and objectives;
- how the program reflects "the state of the art";
- teaching methods utilized;
- type of equipment and facilities currently used;

- maintenance of equipment;
- advising and job placement of students;
- qualifications and certification of full-time and part-time faculty;
- staff development activities of faculty;
- identification of the strengths and weaknesses of the program;
- factors impacting the program;
- needed equipment and/or facilities to maintain and/or enhance the program;
- and, recommended curriculum/program changes.

Before completing the Self-Study, the faculty review the results of the local labor market assessment and other national and regional data collected regarding the occupational field, as well as the results of the surveys conducted as a part of the program evaluation process. Use of these materials assist the faculty in the identification of their program strengths and weaknesses, and the formulation of their recommendations. The Course Development Models (course syllabi) for all courses specific to the program major are inserted into the Faculty Self-Study. All of this information is then forwarded to and reviewed by an Internal Review Team.

4. The Internal Review Team. An Internal Review Team is designated for each specific program. Minimally, the team is composed of four individuals internal to the District but external to the faculty of the program; thus, in many ways, it serves the purpose of external evaluation, but at no additional cost to the District. An external consultant may be involved in the evaluation if the team deems it necessary.

The Internal Review Team generally consists of one District administrator, one college administrator, and at least two faculty members (one Arts and Science and one Vocational-Technical faculty member). At least two of the teams members are very knowledgeable in the program/occupational field. The other two have expertise in curriculum development or other knowledge and skills deemed appropriate by the District Instructional Council. Team members are selected by the District Instructional Council.

The Internal Review Team studies all documents related to the evaluation of the program. After the study, they conduct an on-site visit to the program in which they:

1. Discuss the program and the content of the Faculty Self-Study with the faculty members.
2. Meet with administrators regarding the program.
3. Tour the laboratories.
4. Examine the course development models and other instructional materials, equipment, and supplies.
5. Interview current students regarding the program.
6. Meet with Advisory Committee members regarding their role and the perception of employers regarding the program.

The Team then completes a written report of their findings and recommendations. This report consists of the answers to 36 questions paralleling the questions to which the faculty have responded. Figure 3 lists the aspects of the program highlighted by the Internal Review Team Report.

Figure 3

**PROGRAM ASPECTS HIGHLIGHTED IN THE
INTERNAL REVIEW TEAM REPORT**

- the consistency of the program goals and objectives with validated entry-level occupational competencies
- the degree to which prerequisite knowledge and skills are defined for students
- accommodation for part-time and non-traditional students
- the quality of the course development models
- the relevancy, quality, and availability of instructional equipment and materials
- provision for students with special needs in the curriculum
- the most recent review and revision of the courses
- linkages with businesses and industries
- success of program graduates and leavers
- the local and regional employment prospects in the occupational/program field
- cost-effectiveness of the program
- the role of the Advisory Committee
- adequacy of the program's budget
- and staff development provided by faculty to maintain their knowledge and skills in the occupational field
- major strengths of the program

The Internal Review Team Report also includes a 15-item rating scale for the physical facilities. and if appropriate, can be modified for specific programs.

The Team Report concludes with the identification of the major strengths of the program, the major concerns for the program, the major factors influencing the continued success of the program, and lastly the recommendations for improvement.

The individual members of the Internal Review Team complete their responses to the questions on the Team Report. In order to facilitate the compilation of their individual responses into one final report, the chairperson of the Internal Review Team schedules a meeting with a secretary present. They discuss each item, and arrive at a consensus. The secretary records their responses; a draft of the report is then sent to all members for their comments and editing. Any changes are noted, and the second draft is sent to them for review and approval. A copy of their final report is then sent to the District Office of Academic Affairs and Planning.

5. Faculty Response. Upon receipt of the Internal Review Team Report, the District Office of Academic Affairs and Planning forwards a copy to the chairperson of the Faculty Self-Study Committee, as well as to the college Dean of Instruction. If the faculty disagree with statements made in the Internal Review Team Report, they have the opportunity to respond in writing within a specified period of time. This response is sent to the District Office of Academic Affairs and Planning for consideration in the decision-making process.

THE DECISION MAKING PROCESS

Copies of the Faculty Self-Study Report, the Internal Review Team Report, and the Faculty Response (if any) are disseminated by the District Office of Academic Affairs and Planning to the college Presidents and the Deans of Instruction. Their reactions to the recommendations formulated by the faculty and the Internal Review Team are forwarded to the District Office of Academic Affairs and Planning. Their comments are important for if both the faculty and the Review Team recommend various facility changes, the administration can indicate:

- the feasibility of having the facility change(s) accomplished within both the budget limitations and a certain time period;
- its relationship to the Long-Range Facilities Plan of the District; and,
- its impact on other programs.

All of the documents compiled as a part of the program evaluation process are made available to the administration of the colleges and the District. Because of the volume of information that is generated, staff from the District Office of Academic Affairs and Planning review all reports, and compile a summary of each program's evaluation. The summary reports highlight the strengths and weaknesses of the program as cited by each group, as well as the recommendations. The summary reports are sent to all members of the Instructional and Administrative Councils, as well as to the Chancellor of the District.

A joint meeting of the District's Administrative and Instructional Councils is chaired by the Chancellor. All individuals present have copies of the summary reports, as well as access to the complete reports. These meetings are usually one day in length. The evaluations of all

programs are discussed, and decisions are made regarding new program direction, the acquisition of new equipment, facilities requirements, and staff development activities for faculty. The EICCD has designated that one-third of its annual equipment acquisition budget be tied to the equipment approved for purchase through the program evaluation process. Funds for staff development activities of faculty are also allocated based on the various needs that are cited in the evaluations.

USE OF THE EVALUATION RESULTS

The information gained through the evaluations have provided direction to the development of the EICCD's vocational-technical programs to a competency-base. All programs have been modified based on the information obtained through the evaluations; a few have been terminated. Four new programs have been developed: Sales and Marketing, Graphic and Printing Communications, Hazardous Materials Technology, and Management and Supervision.

The information garnered through these evaluations are essential in ensuring quality and relevant programs. Through these evaluations, the EICCD has modified its programs in a variety of ways. These revisions have included:

- The incorporation of computer-aided design into the Drafting program.
- The addition of computer-aided design instruction, as well as computerized inventory control in the Interior Design program.
- The incorporation of information regarding computerized controls and systems in residential and commercial heating and air conditioning in the Heating, Ventilation and Air Conditioning program.

- The revision of the Automotive Technology program into a ladder structure which awards a certificate after one semester, a diploma after one year, and an A.A.S. after completion of the two-year program. The evaluation also indicated that the Automotive Technology program should become ASE certified; through the subsequent curriculum development, this program is now ASE certified in all eight areas.
- The addition of instruction in satellite communications and microcomputer repair in the Electronics program.
- The development of computer-assisted instructional units in the Nursing curriculum.

The results of these evaluations have provided a basis upon which decisions have been made regarding equipment acquisition and facility remodelling. The results of the evaluations are used in determining the relationship of the program's student outcomes to employers' needs; the subsequent program improvements are vital to maintaining the viability of the program's offering.

The evaluations may also highlight deficiencies in other areas of the college; for instance, poor job placement within a program may not be the fault of the curriculum, but that students are not knowledgeable about the college job placement services.

The evaluation process itself brings people together. Faculty, administrators, employers, and students are all involved in the process. It fosters cohesion across the institution by involving faculty from outside the program being evaluated. It makes decision making a participatory process; data regarding programs are open to scrutiny and review at all levels of the college community.

The EIOCD Program Evaluation Process has fostered both institutional unity within the college and with the broader community. It has provided information by which sound programmatic and budgetary decisions are made.

It has fostered participatory management and a shared vision and commitment to the mission of the institution. It is a process that can be easily modified and adapted to the needs of other educational institutions.

APPENDICES

APPENDIX A

PROGRAM EVALUATION SURVEYS



EASTERN IOWA COMMUNITY COLLEGE DISTRICT

Your responses to these questions will be treated as confidential information. Your answers will only be part of a composite report in which individual replies are not identified.

Section A

Directions: Please circle the correct response or provide the information requested in the space provided.

- 1-1 1. Is _____ your declared major?
1. Yes
2. No
- If "No", your answers to this survey are complete. Please return this survey to us in the enclosed envelope.
- 2-2 2. Please indicate what semester of this program you are enrolled in:
1. First Semester
2. Second Semester
3. First Summer
4. Third Semester
5. Fourth Semester
6. Second Summer
- 3-3 3. How many semester hours are you currently enrolled? (Check one)
1. 11 semester hours or less
2. 12 semester hours or more
- 4-4 4. When are you currently enrolled in classes:
1. Day
2. Evening
3. Both "day" and "night"
- 5-5 5. Do you intend to complete (graduate from) this program?
1. Yes
2. No
- 6-(6-10) 6. If "No", what is your intent? (Check all that apply)
(-6) _____ To make a career change
(-7) _____ To transfer to a four-year college/university
(-8) _____ To upgrade my existing job skills
(-9) _____ To take courses of personal interest
(-10) _____ Other (please specify): _____
- 7-11 7. Are you currently working?
1. Yes
2. No
- 8-12 8. Please indicate your sex:
1. Male
2. Female

Section B

Directions: Please rate your program on each of the following statements by circling the appropriate response. When responding, limit your consideration to specific program courses.

1 = Strongly Agree
2 = Agree
3 = Disagree

4 = Strongly Disagree
5 = No opinion or knowledge
on which to answer

- | | | | | | | |
|-------|---|---|---|---|---|---|
| 9-13 | 9. The instructors in the program are knowledgeable and competent in their subject areas. | 1 | 2 | 3 | 4 | 5 |
| 10-14 | 10. The faculty in this department are interested in helping me. | 1 | 2 | 3 | 4 | 5 |
| 11-15 | 11. Written course objectives are available to me. | 1 | 2 | 3 | 4 | 5 |
| 12-16 | 12. The course objectives accurately describe what I need to learn in the courses. | 1 | 2 | 3 | 4 | 5 |
| 13-17 | 13. The course objectives accurately reflect what is taught. | 1 | 2 | 3 | 4 | 5 |
| 14-18 | 14. The quizzes and exams accurately measure the extent to which I am meeting course objectives. | 1 | 2 | 3 | 4 | 5 |
| 15-19 | 15. Instructional materials (text, reference materials, etc.) for my course(s) are current and relevant to the subject. | 1 | 2 | 3 | 4 | 5 |
| 16-20 | 16. I am able to receive individualized instruction if needed. | 1 | 2 | 3 | 4 | 5 |
| 17-21 | 17. Instructors make themselves available to students outside of the classroom. | 1 | 2 | 3 | 4 | 5 |

I can get help from other departments of this college:

- | | | | | | | |
|-------|--|---|---|---|---|---|
| 18-22 | 18. Library | 1 | 2 | 3 | 4 | 5 |
| 19-23 | 19. Guidance and counseling | 1 | 2 | 3 | 4 | 5 |
| 20-24 | 20. Financial aids | 1 | 2 | 3 | 4 | 5 |
| 21-25 | 21. Developmental learning services | 1 | 2 | 3 | 4 | 5 |
| 22-26 | 22. Tutoring services | 1 | 2 | 3 | 4 | 5 |
| 23-27 | 23. Job placement | 1 | 2 | 3 | 4 | 5 |
| 24-28 | 24. The equipment that I need to study or work with is available when I need it. | 1 | 2 | 3 | 4 | 5 |
| 25-29 | 25. The materials that I need to study or work with are available when I need them. | 1 | 2 | 3 | 4 | 5 |
| 26-30 | 26. The facilities are adequate. | 1 | 2 | 3 | 4 | 5 |
| 27-31 | 27. Instructional equipment is functional and well maintained. | 1 | 2 | 3 | 4 | 5 |
| 28-32 | 28. Information about job opportunities is available to me. | 1 | 2 | 3 | 4 | 5 |
| 29-33 | 29. Information about job opportunities is accurate. | 1 | 2 | 3 | 4 | 5 |
| 30-34 | 30. Information about college transfer is available to me. | 1 | 2 | 3 | 4 | 5 |
| 31-35 | 31. Information about college transfer is accurate. | 1 | 2 | 3 | 4 | 5 |
| 32-36 | 32. My advisor explains the requirements, limitations, alternatives and consequences of my major. | 1 | 2 | 3 | 4 | 5 |
| 33-37 | 33. My advisor helps me in assessing my progress toward my diploma/degree so that we work out the problems that arise. | 1 | 2 | 3 | 4 | 5 |
| 34-38 | 34. My program prepares individuals to work in the field. | 1 | 2 | 3 | 4 | 5 |
| 35-39 | 35. My program prepares individuals to transfer to a senior college. | 1 | 2 | 3 | 4 | 5 |
| 36-40 | 36. I would recommend this program to others. | 1 | 2 | 3 | 4 | 5 |
| 37-41 | 37. I would recommend this college to others. | 1 | 2 | 3 | 4 | 5 |

Section B (Cont)

38. What do you feel are the major strengths of this program?

39. What do you feel are the major weaknesses of this program?

40. Feel free to make any additional comments concerning your program or experiences at EICCD.



EASTERN IOWA COMMUNITY COLLEGE DISTRICT

306 West River Drive, Davenport, Iowa 52801-1221

GRADUATE EVALUATION SURVEY

Your responses to these questions are confidential. Your answers will only be part of a composite report in which individual replies are not identified.

SECTION A

EVERYONE SHOULD COMPLETE SECTION A

For Data
Processing
Use Only

DIRECTIONS: For each of the following questions, please indicate your response by either checking the appropriate box or circling your correct answer.

1. Our records indicate that you graduated from (completed) the _____ the _____ program.

☐ Yes, I graduated from this program. If yes, please complete this survey.

☐ No, I did not graduate from this program.

If no, your answers to this survey are complete. Please return it to us in the enclosed envelope. Thank you.

I(2-1,4)

2. Upon completion of this program, which of the following did you obtain? (Circle all that apply)

(-1)

1. Certificate

(-2)

2. Diploma

(-3)

3. Associate in Applied Science

(-4)

4. Associate Degree

(3-5)

3. What is your current employment status? (Circle one)

1. Employed (includes all employment, even if below your qualifications).

2. Full-time military service.

3. Unemployed (not employed, but actively seeking employment).

4. Not in labor force (not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason).

If you have circled response 1 or 2 in Question #3, please respond to all questions in both Sections B and C. If you have circled response 3 or 4, please skip Section B and go on to answer the questions in Section C.

SECTION B

ONLY THOSE RESPONDENTS WHO ARE CURRENTLY EMPLOYED OR IN THE MILITARY SHOULD ANSWER THE QUESTIONS IN SECTION B

DIRECTIONS: Please answer questions #1 through #5 by circling the number corresponding to the correct response or by providing the appropriate answer in the space provided.

- (1-6) 1. Are you employed in the field for which you were prepared in college?
1. Yes
2. No
- (2-7) 2. Name of your current employer: _____
Address: _____
Your current title: _____
- (3-8) 3. How long have you been in your current position?
1. Less than one year
2. One but less than two years
3. Two but less than four years
4. Four but less than six years
5. Six but less than eight years
6. Eight years or more
- (4-9) 4. What is your present employment?
1. Full-time
2. Part-time (less than 40 hours per week)
- (5-10) 5. What is your current hourly wage?
1. Less than \$3.35
2. Between \$3.36 and \$6.65
3. Between \$6.66 and \$9.99
4. Over \$10.00

Directions: Please indicate the extent to which you were prepared in your college program to perform these job functions by circling the number corresponding to the correct response.

1 = Strongly Agree
2 = Agree
3 = Disagree

4 = Strongly Disagree
5 = No Opinion or Knowledge
With Which to Answer

- (6-11) 6. This program prepared me in the necessary job skills of speaking, writing and listening. 1 2 3 4 5
- (7-12) 7. The program provided me the basic mathematical skills to perform the functions of my job. 1 2 3 4 5
- (8-13) 8. The program provided me the necessary basic technical competencies to be successful on the job. 1 2 3 4 5
- (9-14) 9. The program prepared me in getting along with others on the job. 1 2 3 4 5
- (10-15) 10. The program instilled in me a professional attitude and self-confidence. 1 2 3 4 5
- (11-16) 11. The program provided an adequate preparation in how to analyze situations and make appropriate decisions. 1 2 3 4 5

12. Please list any additional skills/competencies which you wish you had acquired in your college program:

13. If you were advising our current students about this program, what would you tell them?

(14-17)

14. How would you rate the availability of jobs in the occupational area of your program? (Circle one)

1. Very Good 2. Good 3. Average 4. Poor 5. Very Poor

SECTION C

EVERYONE SHOULD ANSWER THESE QUESTIONS

Directions: Please rate your program in each of the following items. Circle the number corresponding to your response.

1 = Strongly Agree

2 = Agree

3 = Disagree

4 = Strongly Disagree

5 = No Opinion or Knowledge

With Which to Answer

The instructors were:

11(1-1)

- | | | | | | |
|---|---|---|---|---|---|
| 1. Knowledgeable and competent in their field. | 1 | 2 | 3 | 4 | 5 |
| 2. Available to students outside of the classroom. | 1 | 2 | 3 | 4 | 5 |
| 3. Available for individualized assistance. | 1 | 2 | 3 | 4 | 5 |
| 4. Up-to-date and current in their instructional areas. | 1 | 2 | 3 | 4 | 5 |

Courses in your program/curriculum were:

- | | | | | | |
|--|---|---|---|---|---|
| 5. Available. | 1 | 2 | 3 | 4 | 5 |
| 6. Conveniently located. | 1 | 2 | 3 | 4 | 5 |
| 7. Based on realistic prerequisites. | 1 | 2 | 3 | 4 | 5 |
| 8. Based on fair selection procedures. | 1 | 2 | 3 | 4 | 5 |

Written course objectives:

- | | | | | | |
|---|---|---|---|---|---|
| 9. Were available to students. | 1 | 2 | 3 | 4 | 5 |
| 10. Described what you learned in the course. | 1 | 2 | 3 | 4 | 5 |
| 11. Were used by the instructor to keep you aware of your class progress. | 1 | 2 | 3 | 4 | 5 |

Teaching methods, procedures and course content:

- | | | | | | |
|---|---|---|---|---|---|
| 12. Were appropriate to the course objectives. | 1 | 2 | 3 | 4 | 5 |
| 13. Met your needs, interests and objectives. | 1 | 2 | 3 | 4 | 5 |
| 14. Provided practical application experience as part of the instruction. | 1 | 2 | 3 | 4 | 5 |

Related support courses were:

- | | | | | | |
|------------------------|---|---|---|---|---|
| 15. Current. | 1 | 2 | 3 | 4 | 5 |
| 16. Meaningful to you. | 1 | 2 | 3 | 4 | 5 |

1 = Strongly Agree
2 = Agree
3 = Disagree

4 = Strongly Disagree
5 = No Opinion or Knowledge
With Which to Answer

Counseling and advising services:

- | | | | | | |
|--|---|---|---|---|---|
| 17. Met your needs and interests. | 1 | 2 | 3 | 4 | 5 |
| 18. Helped you make appropriate career decisions and choices. | 1 | 2 | 3 | 4 | 5 |
| 19. Helped you make the appropriate course selections. | 1 | 2 | 3 | 4 | 5 |
| 20. Were provided by knowledgeable, interested staff. | 1 | 2 | 3 | 4 | 5 |
| 21. Helped you in transferring to a four-year college or university. | 1 | 2 | 3 | 4 | 5 |

Placement Services:

- | | | | | | |
|---|---|---|---|---|---|
| 22. Identified where job opportunities are located. | 1 | 2 | 3 | 4 | 5 |
| 23. Helped you find employment opportunities. | 1 | 2 | 3 | 4 | 5 |
| 24. Prepared you to apply for a job. | 1 | 2 | 3 | 4 | 5 |
| 25. Told you about job advancement opportunities. | 1 | 2 | 3 | 4 | 5 |

Special Services (such as financial aids, library, etc.) were:

- | | | | | | |
|--|---|---|---|---|---|
| 26. Available to meet your needs and interests. | 1 | 2 | 3 | 4 | 5 |
| 27. Staffed with knowledgeable and interested personnel. | 1 | 2 | 3 | 4 | 5 |

Facilities and equipment for your courses were:

- | | | | | | |
|--|---|---|---|---|---|
| 28. Safe, functional and well maintained. | 1 | 2 | 3 | 4 | 5 |
| 29. In sufficient quantity to avoid long delays in use. | 1 | 2 | 3 | 4 | 5 |
| 30. Current and representative of business and industry. | 1 | 2 | 3 | 4 | 5 |

Instructional materials (textbooks, reference materials, etc.) for your courses were:

- | | | | | | |
|---|---|---|---|---|---|
| 31. Available for use as needed. | 1 | 2 | 3 | 4 | 5 |
| 32. Conveniently located for use as needed. | 1 | 2 | 3 | 4 | 5 |
| 33. Current and meaningful to the subject. | 1 | 2 | 3 | 4 | 5 |
| 34. Fair and objective and not biased toward traditional sex roles. | 1 | 2 | 3 | 4 | 5 |

35. Did you transfer to another college?

1. Yes (Please specify where): _____

2. No

If "yes" to 35, please rate your level of agreement to statements 36 and 37 below.

- | | | | | | |
|---|---|---|---|---|---|
| 36. My education at EICCD prepared me to transfer to another educational institution. | 1 | 2 | 3 | 4 | 5 |
| 37. I transferred with little difficulty. | 1 | 2 | 3 | 4 | 5 |

Please feel free to make any comments about your program and/or experiences at our colleges.

CLINTON COMMUNITY COLLEGE
SCOTT COMMUNITY COLLEGE
MUSCATINE COMMUNITY COLLEGE



EASTERN IOWA COMMUNITY COLLEGE DISTRICT

EICCD PROGRAM EVALUATION - ADMINISTRATIVE SURVEY
ADMINISTRATOR PERCEPTION OF _____ PROGRAM

PLEASE CIRCLE THE NUMBER CORRESPONDING TO YOUR RESPONSE FOR EACH STATEMENT.
YOUR RESPONSE SHOULD RELATE ONLY TO THE PROGRAM STATED ABOVE. IF YOU HAVE
ANY RESERVATIONS OR DISAGREE WITH A STATEMENT, PLEASE PROVIDE A BRIEF
EXPLANATION FOLLOWING EACH ITEM.

NAME: _____

	<u>Agree</u>	<u>Agree with Reservations</u>	<u>Disagree with Reservations</u>	<u>Disagree</u>	<u>Do Not Know</u>
1. Faculty in this program have a good relationship with students.	1	2	3	4	5
Comments: _____					
2. There is a strong sense of community, a feeling of shared purpose and interest among members of this program.	1	2	3	4	5
Comments: _____					
3. The overall quality of education a student receives in this program is high.	1	2	3	4	5
Comments: _____					
4. The faculty are provided with opportunities to expand their knowledge and skills.	1	2	3	4	5
Comments: _____					
5. The image of this program in the community is favorable.	1	2	3	4	5
Comments: _____					
6. Program faculty work cooperatively with members of other organizational units of the College.	1	2	3	4	5
Comments: _____					
7. The goals and objectives of this program are written and known to all program faculty.	1	2	3	4	5
Comments: _____					

	<u>Agree</u>	<u>Agree with Reservations</u>	<u>Disagree with Reservations</u>	<u>Disagree</u>	<u>Do Not Know</u>
8. The major goals and objectives of this program are being achieved.	1	2	3	4	5
Comments: _____					
9. The program has effective leadership.	1	2	3	4	5
Comments: _____					
10-13. The program has the following resources to adequately teach the students:					
10. Equipment	1	2	3	4	5
11. Materials	1	2	3	4	5
12. Facilities	1	2	3	4	5
13. Faculty	1	2	3	4	5
Comments: _____					
14-19. The following support services are available to adequately provide for students in this program:					
14. Library	1	2	3	4	5
15. Guidance & Counseling	1	2	3	4	5
16. Financial Aids	1	2	3	4	5
17. Developmental Learning Services	1	2	3	4	5
18. Tutoring Services	1	2	3	4	5
19. Job Placement	1	2	3	4	5
Comments: _____					
General Program Comments/Recommendations: _____					

PART-TIME FACULTY PERCEPTIONS SURVEY

Your responses to this survey will assist in identifying the strengths and weaknesses of this program. Your responses to these questions will be treated as confidential.

Rating Scale 1 = Excellent
 2 = Good
 3 = Average
 4 = Below Average
 5 = Poor
 6 = Don't know or unable to rate the statement

Please circle the number corresponding to your response as defined in the rating scale above.

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. The job success of graduates from your program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Program response to changing technology and procedures in your occupational area. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Provision for time for program planning and coordination. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. The adequacy and availability of instructional materials for your program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. The adequacy and availability of library resources for your program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. The availability of related work experience (lab or clinical) for students in your program. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. The adequacy and relevance of equipment to the job situation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. The adequacy and relevance of the facilities to the job situation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. College response to employer recommendations for program modifications. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Efforts to provide course and program placement assistance to students. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11-16. Effectiveness of the following Student Services: | | | | | | |
| 11. Guidance and Counseling | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Library | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Financial Aids | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Developmental Learning Services | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Tutoring Services | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Job Placement | 1 | 2 | 3 | 4 | 5 | 6 |
| 17-24. There should be effective interaction between the instructor and other professional staff. How would you rate your interaction with those listed below. | | | | | | |
| 17. Other instructors | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Your Department Chair | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Associate Dean | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Secretarial Staff | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. Developmental Studies | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. Library Staff | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. Media Personnel | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. Registrar | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. List the major strengths of the program/curriculum. | | | | | | |
| 26. List the major concerns of the program/curriculum. | | | | | | |
| 27. List your recommendations for the program. | | | | | | |

ADVISORY COMMITTEE PERCEPTIONS of the

Programs

Your responses to these questions are confidential. Your answers will be used only as a part of a composite report.

Please indicate:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree
- 5 = No Opinion or Knowledge on which to answer

- | | | |
|---------|--|-----------|
| 1(1-1) | 1. This program provides to students the technical knowledge and skills for entry-level employment in the field. | 1 2 3 4 5 |
| (2-2) | 2. This program provides to students the necessary communication skills for successful employment in the field. | 1 2 3 4 5 |
| (3-3) | 3. This program provides to students the necessary human relation skills for successful employment in the field. | 1 2 3 4 5 |
| (4-4) | 4. Students completing the program are prepared for the process of <u>seeking</u> employment. | 1 2 3 4 5 |
| (5-5) | 5. Student preparation concerning work habits, attitude and work quality is adequate. | 1 2 3 4 5 |
| (6-6) | 6. Students completing the program are better entry-level employees than entry-level employees who do not complete such a program. | 1 2 3 4 5 |
| (7-7) | 7. The college's program meets the needs of the local business and labor market. | 1 2 3 4 5 |
| (8-8) | 8. The college's program is responsive to changing technology and procedures in the field. | 1 2 3 4 5 |
| (9-9) | 9. The college's program is responsive to emerging employment training opportunities in the field. | 1 2 3 4 5 |
| (10-10) | 10. The college's program is responsive to recommendations by employers for program modifications. | 1 2 3 4 5 |
| (11-11) | 11. The college's program is a valuable resource in providing job placement assistance to students. | 1 2 3 4 5 |

12. In what ways has your advisory committee helped to improve the instructional program in your field (i.e. assisting faculty on curriculum development or revisions, identifying work experience and employment opportunities)?

13. What are the principal strengths of the program?

14. What are the principal needs for improvements in the program?

(15-12,14) 15. During the past year has your organization hired students from the program?

-12

1. Yes → If yes, how many do you estimate were hired?

-13,14

2. No → If no, please indicate why not _____

(16-15,17) 16. Does your organization plan to hire any students from the program in the next year?

-15

1. Yes → If yes, please estimate how many.

-16,17

2. No

(17-18) 17. How long have you been a member of this committee?

1. Less than one year

2. One year

3. Two years

4. More than two years

(18-19) 18. How often does this committee meet?

1. Every six months

2. Once a year

3. Once every two years

4. Other _____

-20,24

19. Do you have any recommendations for improving the role of the advisory committee?

EMPLOYER EVALUATION

Your responses to these questions will be treated as confidential information. Your answers will only be part of a composite report in which individual replies are not identified.

1. How many graduates are supervised by you? _____

2. What is your relationship?

1. Employer
2. Personnel staff
3. Supervisor
4. Co worker

Please rate the performance of the graduate(s) on the following competencies.

- 1 = Strongly Agree
- 2 = Agree
- 3 = Neither Agree or Disagree
- 4 = Disagree
- 5 = Strongly Disagree

3. Demonstrates speaking, writing and listening abilities as they apply to the job. 1 2 3 4 5
4. Demonstrates basic knowledge of mathematical skills. 1 2 3 4 5
5. Demonstrates basic technical competencies. 1 2 3 4 5
6. Demonstrates basic interpersonal skills in getting along with others. 1 2 3 4 5
7. Demonstrates professional attitudes and self-confidence. 1 2 3 4 5
8. Demonstrates basic ability to analyze situations and make appropriate decisions. 1 2 3 4 5
9. Please specify any additional skills/competencies that you feel the graduate should have.

10. Are there areas in which graduates require more training?

1. Yes
 2. No
- If yes, please specify.

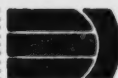
11. What, in your opinion, is the job outlook for program employees of this occupation.

(Select one)	Present	Future
1. Very Good	_____	_____
2. Good	_____	_____
3. Average	_____	_____
4. Poor	_____	_____
5. Very Poor	_____	_____

Comments/Recommendations

APPENDIX B

LOCAL LABOR MARKET ASSESSMENTS: EXAMPLES



EASTERN IOWA COMMUNITY COLLEGE DISTRICT

306 West River Drive, Davenport, Iowa 52803-1221

HEATING, AIR CONDITIONING, AND REFRIGERATION SURVEY

The purpose of this survey is to assist the Eastern Iowa Community College District in gathering information about employment trends and educational needs in the heating, air conditioning, and refrigeration field. Your responses will help to provide direction to our future programming efforts. The names of firms and businesses replying will not be released. We appreciate the time you will take to complete this survey.

SECTION A

DESCRIPTIVE DATA: Please indicate your response by circling the number corresponding to your choice or by providing the information requested.

For Data
Processing
Use Only

T(1-1)

1. Do you presently employ personnel responsible for the servicing (ie: repair/maintenance) of heating, air conditioning, and refrigeration equipment?

1. Yes
2. No

If no, you have completed this survey. Please return it in the enclosed envelope.

(2-2)

2. Would you describe your business as a retail or wholesale sales and service organization?

1. Yes (If yes, please skip question 3 and continue with question 4)
2. No

(3-3)

3. Which of the following would best describe your business/industry?

1. Manufacturing
2. Educational facility
3. Health facility (eg. hospital, clinic, etc.)
4. Residential facility (eg. apartment complex, etc.)
5. Commercial facility (eg. hotel, motel, office complex, etc.)
6. Other (please specify) _____

(4-4)

4. In which of the following counties is your business/industry located?

1. Clinton, Iowa
2. Jackson, Iowa
3. Scott, Iowa
4. Cedar, Iowa
5. Muscatine, Iowa
6. Louisa, Iowa
7. Rock Island, Illinois
8. Other (please specify) _____

- (5-5,8) 5. What is the total number of employees in your business/industry? _____
- (6-9,10) 6. How many of your present employees are identified as heating, air conditioning, and refrigeration technicians/personnel? _____
- (7-11) 7. What is the minimum educational level required of entry-level heating, air conditioning, and refrigeration personnel at your business?
 1. Less than high school completion
 2. High school completion
 3. Post-secondary attendance
 4. Associate degree
 5. Other (please specify) _____
- (8-12) 8. How much previous work experience do you normally require of your entry-level heating, air conditioning, and refrigeration personnel?
 1. None
 2. Less than one year
 3. One to two years
 4. More than two years
- (9-13) 9. What is the average expected entry-level salary for heating, air conditioning, and refrigeration personnel at your business?
 1. Less than \$12,000 per year
 2. \$12,000 to \$14,999 per year
 3. \$15,000 to \$17,999 per year
 4. \$18,000 to \$20,999 per year
 5. \$21,000 or more per year

SECTION B

EMPLOYMENT PROJECTIONS/EDUCATIONAL NEEDS: Please indicate your response by circling the number corresponding to your choice or by providing the information requested.

- (10-14,25) 10. What are the current and projected job openings for heating, air conditioning, and refrigeration personnel in your business? Please list the number of full-time and part-time openings in the spaces provided below.
- | | | <u>Full-time</u> | <u>Part-time</u> |
|----------|---|------------------|------------------|
| (-14,17) | Current job openings | _____ | _____ |
| (-18,21) | Job openings between now and December, 1986 | _____ | _____ |
| (-22,25) | Job openings in 1987 | _____ | _____ |
- (11-26,32) 11. How do you presently provide training/updating for your heating, air conditioning, and refrigeration personnel? (Circle all that apply)
- (-26) 1. On-the-job training/updating
- (-27) 2. In-house training seminars/workshops
- (-28) 3. External training seminars/workshops
- (-29) 4. Factory service schools
- (-30) 5. The community college
- (-31) 6. No training/updating provided
- (-32) 7. Other (please specify) _____

- (12-33) 12. What specific training (if any) do you see as essential for future heating, air conditioning, and refrigeration personnel in the area of energy management?
- _____
- _____
- _____
- (13-34) 13. Do you feel that contracted services for heating, air conditioning, and refrigeration maintenance and repair will replace the need for a full-time, in-house technician in the future?
1. Yes
2. No
- (Please explain) _____
- _____
- (14-35) 14. What other trends do you see in the area of heating, air conditioning, and refrigeration that may affect our future educational programming efforts at the Eastern Iowa Community College District?
- _____
- _____
- _____
- _____

Thank you. Please return the survey to us in the enclosed postage paid envelope.

Heating, Ventilation and Air Conditioning

Order of Importance to New Employee	How Soon After Starting Job Does Employee Use Skill	How Often Does The New Employee Use Skill
1. Extremely Important	1. Within first week	1. Daily
2. Very Important	2. After 3 months	2. Weekly
3. Important	3. After 9 months	3. Monthly
4. Some Importance	4. After 1 year	4. Yearly
5. Not Important	5. Not Used	5. Not Used
6. Not Used		

Tool & Equipment Use

1. Use hand tools.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Use measuring instruments.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Use portable power tools.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Use electrical test equipment -- VOM's, ammeters, milli-voltmeters, line voltage recorders, capacitor analyzers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Use hermetic analyzers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Use start boxes.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Use time and temperature recorders.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Use super heat gauges.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Use pyrometers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Use tubing fabrication tools.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Use brazing, soldering, and welding equipment.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
12. Use gauge manifolds.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
13. Use leak detection devices.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
14. Use vacuum pumps.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
15. Use charging cylinders.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
16. Use psychrometers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
17. Use manometers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
18. Use combustion test kits.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Order of Importance to New Employee	How Soon After Starting Job Does Employee Use Skill	How Often Does The New Employee Use Skill
1. Extremely Important	1. Within first week	1. Daily
2. Very Important	2. After 3 months	2. Weekly
3. Important	3. After 9 months	3. Monthly
4. Some Importance	4. After 1 year	4. Yearly
5. Not Important	5. Not Used	5. Not Used
6. Not Used		

Electrical Components

1. Interpret wiring diagrams and schematics.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Physically trace and test electrical systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Install and service motors.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Install and service magnetic starters.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Install and service relays.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Install and service protective devices.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Install and service defrost components.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Install and test capacitors.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Install and test transformers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Install and service ignition systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Install and service humidistats.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
12. Install and service electronic air cleaners.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Refrigeration & Comfort Cooling Mechanical Equipment

1. Interpret plans.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Install and service condensing units.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Install and service evaporator units.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Install and service chilled water coils.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Install and service refrigerant controls.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Install and service remote condensers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Install and service compressors.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Install and service heat pumps.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Install walk in coolers and freezers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Install and insulate tubings and pipings.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Install and service valves.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
12. Leak test, evacuate, and charge systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Order of Importance to New Employee	How Soon After Starting Job Does Employee Use Skill	How Often Does The New Employee Use Skill
---	---	---

1. Extremely Important	1. Within first week	1. Daily
2. Very Important	2. After 3 months	2. Weekly
3. Important	3. After 9 months	3. Monthly
4. Some Importance	4. After 1 year	4. Yearly
5. Not Important	5. Not Used	5. Not Used
6. Not Used		

13. Start up systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
14. Install and service evaporative coolers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
15. Install and service ice machines.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
16. Install and service multi-temp. systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
17. Install and service water coolers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
18. Install and service pumps.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
19. Balance systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Maintenance of Heating Equipment

1. Interpret plans.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Install and service heat pumps.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Install and service forced air furnaces.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Install and service electric resistance duct heaters.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Install and service hydronic systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Size and install flue vents.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Install and repair fuel and water pipings.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Install and test thermocouples.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Install and service oil burners.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Install and service converters.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Balance Systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Maintenance of Air Conditioning Equipment

1. Interpret plans.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Install and service fans and blowers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Install and service exhaust components.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Install and service makeup air components.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Install and service humidifiers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Install and service dehumidifiers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Install and service air filters.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Install and service economizers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Install and service heat recovery units.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Install ductwork and dampers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Balance air flow.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
12. Install and service reheat coils.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Order of Importance to New Employee	How Soon After Starting Job Does Employee Use Skill	How Often Does The New Employee Use Skill
---	---	---

1. Extremely Important	1. Within first week	1. Daily
2. Very Important	2. After 3 months	2. Weekly
3. Important	3. After 9 months	3. Monthly
4. Some Importance	4. After 1 year	4. Yearly
5. Not Important	5. Not Used	5. Not Used
6. Not Used		

Control Systems

1. Interpret plans.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Interpret wiring diagrams and schematics.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Install and service pneumatic control systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Test and replace electronic controls.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Install and service sequencing and timing devices.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Install and service temperature controls.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Install and service pressure controls.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Install and service humidity controls.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Install and service defrost timer controls.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Install and service fan and limit controls.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Install and service test transformers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Sheetmetal Fabrication

1. Use hand tools.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Produce hand former flanges.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Fit T-joints.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Produce edges, seams, notches.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Use parallel line method.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Utilize triangulation methods.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Use bar folder.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Use hand brake.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Use slip roll forming machine.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Use squaring shears.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Use crimping machine.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
12. Select and install rivets.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
13. Use spot welder.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
14. Lay out and install round and rectangular duct work.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
15. Size ductwork.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Order of Importance to New Employee	How Soon After Starting Job Does Employee Use Skill	How Often Does The New Employee Use Skill
1. Extremely important	1. Within first week	1. Daily
2. Very important	2. After 3 months	2. Weekly
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4. Some importance	4. After 1 year	4. Yearly
5. Not important	5. Not Used	5. Not Used
6. Not Used		

Related Skills

1. Use safety practices.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Consult with peers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Consult with clients.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Consult with craftspersons and technicians.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Communicate with supervising personnel.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Provide verbal interpretation of projects.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Provide graphic representation of projects.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Exhibit profession work attitude.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Show leadership ability.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Demonstrate active learning skills.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Use service and parts literature.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
12. Demonstrate business skills -- invoices, inventory, warranty forms.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
13. Adhere to national, state, and local codes.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
14. Use basic math skills.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
15. Use geometry.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
16. Use trigonometry.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
17. Calculate heat loads.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
18. Make engineering calculations.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
19. Prepare memos and letters.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
20. Develop written instructions.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
21. Submit requisitions.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
22. Submit technical writings.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
23. Generate work sheets.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
24. Prepare cost estimates.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5



EASTERN IOWA COMMUNITY COLLEGE DISTRICT

306 West River Drive, Davenport, Iowa 52801-1221

INTERIOR DESIGN SURVEY

The purpose of this survey is to assist the Eastern Iowa Community College District in gathering information about employment trends and educational needs in the interior design field. Your responses will help to provide direction to our future programming efforts. The names of firms and businesses replying will not be released. We appreciate the time you will take to complete this survey.

SECTION A

DESCRIPTIVE DATA: Please indicate your response by circling the number corresponding to your choice or by providing the information requested.

For Data
Processing
Use Only

1-1

1. Which of the following would best describe your business?
 1. Retail sales
 2. Full service design studio with showroom
 3. Residential design firm
 4. Commercial design firm
 5. Other (Please specify) _____

2-2

2. Is your business involved in design services only, or do you carry a merchandise inventory?
 1. design services only
 2. merchandise inventory

- 3(-3,13) 3. In which of the following "specialty areas" are your interior design personnel involved? (circle all that apply)
- (-3) 1. Retail merchandise display
 - (-4) 2. Commercial design
 - (-5) 3. Kitchen/bath design
 - (-6) 4. Wallcoverings
 - (-7) 5. Floor coverings
 - (-8) 6. Window treatments
 - (-9) 7. Furniture
 - (-10) 8. Accessories
 - (-11) 9. Lighting
 - (-12,13) 10. Other specialty area(s) (Please specify) _____
- 4(-14,15) 4. What is the total number of employees in your business?

- 5(-16,17) 5. How many of your present employees are identified as interior design personnel/specialists? _____
- 6(18) 6. How are your interior design personnel compensated?
- 1. Hourly wage
 - 2. Salary
 - 3. Commission
 - 4. Hourly wage plus commission
 - 5. Salary plus commission
- 7(19) 7. What is the expected annual compensation paid by your firm to a full-time , entry-level interior design specialist?
- 1. Less than \$7,000 per year
 - 2. \$7,000 - \$9,999 per year
 - 3. \$10,000 - \$11,999 per year
 - 4. \$12,000 - \$13,999 per year
 - 5. \$14,000 - \$15,999 per year
 - 6. \$16,000 - \$17,999 per year
 - 7. \$18,000 - \$19,999 per year
 - 8. \$20,000 or more per year

SECTION B

EDUCATIONAL NEEDS/EMPLOYMENT PROJECTIONS: Please indicate your response by circling the number corresponding to your choice or by providing the information requested.

- | 8-20 | <p>8. What is the minimum educational level that you normally require of an entry-level interior design specialist?</p> <ol style="list-style-type: none"> 1. Less than high school completion 2. High school completion 3. Post-secondary school attendance 4. Associate degree 5. Bachelors' degree 6. Post Bachelor's coursework | | | | | | | | | | | | |
|---|---|------------------|------------------|------------------|----------------------|-------|-------|---|-------|-------|--------------------------------|-------|-------|
| 9-21 | <p>9. How much previous work experience do you normally require of entry-level interior design personnel?</p> <ol style="list-style-type: none"> 1. None 2. Less than one year 3. One to two years 4. More than two years | | | | | | | | | | | | |
| 10-22 | <p>10. Do you require any licenses or certificates of your interior design personnel?</p> <ol style="list-style-type: none"> 1. Yes (Please specify) _____ 2. No | | | | | | | | | | | | |
| 11(-23,24) | <p>11. What are your present and projected employment needs for interior design personnel? Please indicate your <u>full-time</u> and <u>part-time</u> employment needs by <u>writing the number</u> in the appropriate column.</p> | | | | | | | | | | | | |
| (-23,26) | <table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Full-time</u></th> <th style="text-align: center;"><u>Part-time</u></th> </tr> </thead> <tbody> <tr> <td>Present job openings</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Projected job openings between now and December, 1986</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Projected job openings in 1987</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table> | | <u>Full-time</u> | <u>Part-time</u> | Present job openings | _____ | _____ | Projected job openings between now and December, 1986 | _____ | _____ | Projected job openings in 1987 | _____ | _____ |
| | <u>Full-time</u> | <u>Part-time</u> | | | | | | | | | | | |
| Present job openings | _____ | _____ | | | | | | | | | | | |
| Projected job openings between now and December, 1986 | _____ | _____ | | | | | | | | | | | |
| Projected job openings in 1987 | _____ | _____ | | | | | | | | | | | |
| (-27,30) | | | | | | | | | | | | | |
| (-31,34) | | | | | | | | | | | | | |

- 12(-35,41) 12. How have your present interior design personnel received their training? (circle all that apply)
- (-35) 1. On-the-job training
 - (-36) 2. In-house training seminars and workshops
 - (-37) 3. External training seminars and workshops
 - (-38) 4. Local Community College coursework
 - (-39) 5. University/college coursework
 - (-40) 6. Schools of Design
 - (-41) 7. Other (Please specify) _____
- 13(-42,48) 13. What methods do your interior design personnel presently utilize to update their knowledge/skill levels?
- (-42) 1. On-the-job training
 - (-43) 2. In-house training seminars and workshops
 - (-44) 3. External training seminars and workshops
 - (-45) 4. Local Community College coursework
 - (-46) 5. University/college coursework
 - (-47) 6. Schools of Design
 - (-48) 7. Other (Please specify) _____
- 14-49 14. Do you see a "working knowledge" of computer-assisted-design (CAD) as an essential competency for our future interior design graduates?
- 1. Yes
 - 2. No
- (Please explain) _____
- _____
- 15-50 15. What other computer-related skills (eg., inventory control, financial record keeping, etc.) do you see as essential for our future interior design graduates?
- _____
- _____
- _____

Thank you. Please return the survey to us in the enclosed postage paid envelope.

INTERIOR DESIGN

Please evaluate the following skills, according to the rating scales provided. Circle the number corresponding to the correct response.

Please circle your best estimation to the three rating scales:

Order of Importance to New Employee: "How important" is this skill to new employees?

How Soon After Starting Job Does Employee Use Skill: "How soon" is this skill used by a new employee during the first year of employment?

How Often Does The New Employee Use The Skill: What is the "frequency" of skill used by the new employee?

Order of Importance to New Employee	How Soon After Starting Job Does Employee Use Skill	How Often Does The New Employee Use Skill
1. Extremely Important	1. Within first week	1. Daily
2. Very Important	2. After 3 months	2. Weekly
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4. Some Importance	4. After 1 year	4. Yearly
5. Not Important	5. Not Used	5. Not Used
6. Not Used		

TECHNICAL DRAFTING & ILLUSTRATION

1. Read and interpret blue prints.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Draft floor plans, elevations and detail sections.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Utilize lettering skills.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Understand construction systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Draw detailed interior elevations.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Display perspective drawing skill.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Display skills in illustration of various materials, color and textures in perspective renderings.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Know basic housing styles and floor plans.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

	Order of Importance to New Employee						How Soon After Starting Job Does Employee Use Skill					How Often Does The New Employee Use Skill				
	1.	2.	3.	4.	5.	6.	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.
	Extremely Important						Within first week					Daily				
	Very Important						After 3 months					Weekly				
	Important						After 9 months					Monthly				
	Some importance						After 1 year					Yearly				
	Not Important						Not Used					Not Used				
	Not Used															
9. Display understanding of construction details such as doors, windows, stairs, and fireplaces.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Use computer competency for inventory and bookkeeping.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Use computer aided drafting skills for floor plans or elevations.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
12. Use computer word processing.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

MATERIAL & FURNITURE SPECIFICATIONS

1. Evaluate and identify factors affecting selections for residential or commercial interiors.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Evaluate aesthetic quality of materials.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Identify quality in fibers and fabrics.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Identify basic characteristic of major periods and styles of furniture.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Identify quality manufacturer's characteristics in furniture.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Identify quality manufacturer's characteristics in floor coverings.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Identify quality manufacturer's characteristics in wall coverings.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Select fabrics appropriate to the furniture style, period and use of rooms.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Identify types of windows, parts of window and possible window treatments.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Use correct terminology to describe various window treatments and hardware.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Take accurate measurements for window treatments.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
12. Advise client in appropriate selection and placement of lamps/fixtures.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
13. Use correct textile terminology.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
14. Identify fabric characteristics and care requirements.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
15. Coordinate floors, walls, ceilings, furnishings, and accessories in a room.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

	Order of Importance to New Employee						How Soon After Starting Job Does Employee Use Skill					How Often Does The New Employee Use Skill				
	1.	2.	3.	4.	5.	6.	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.
	1. Extremely Important						1. Within first week					1. Daily				
	2. Very Important						2. After 3 months					2. Weekly				
	3. Important						3. After 9 months					3. Monthly				
	4. Some Importance						4. After 1 year					4. Yearly				
	5. Not Important						5. Not Used					5. Not Used				
	6. Not Used															
16. Use correct terminology to describe floor, wall, and ceiling treatments.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
17. Identify care, appearance, and use of basic floor coverings, and wall and ceiling treatments.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
18. Coordinate floor coverings, and wall and ceiling treatment samples with fabrics and accessories.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
19. Analyze factors considered important by the customer in the selection of materials for floors, walls, and ceilings.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
20. Prepare estimates of floor or wall covering needed.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
21. Cost of materials and installation.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
22. Evaluate needs of client and interpret factors considered important to individual in the selection of materials and furniture.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

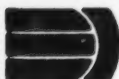
DESIGN CONCEPTS AND SPACE PLANNING

1. Evaluate effective use of elements of principles of design.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Utilize the elements of principles of design in residential and commercial design.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Identify the usage and requirements of different spaces.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Evaluate furniture arrangements in relation to space and function.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Plan furniture layout and space utilization.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Design layout for kitchen, bathroom and laundry.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Plan lighting as related to function of space.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Design space to reflect function, architectural style and clients' preference.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Order of Importance to New Employee	How Soon After Starting Job Does Employee Use Skill	How Often Does The New Employee Use Skill
1. Extremely important	1. Within first week	1. Daily
2. Very important	2. After 3 months	2. Weekly
3. Important	3. After 9 months	3. Monthly
4. Some importance	4. After 1 year	4. Yearly
5. Not important	5. Not Used	5. Not Used
6. Not Used		

SALES & BUSINESS SKILLS

1. Use product knowledge to relate benefits to customer.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Demonstrate knowledge of prospecting and pre-approach techniques.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Use effective communications in sales presentations.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Organize sales presentations.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Dress appropriately for the business setting.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Complete business forms.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Keep sales records and client files.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. Plan and arrange merchandise displays.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Take inventory and stock counts.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Maintain, organize and file product information, catalogs and price lists.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Establish appropriate rapport with client.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
12. Maintain a professional attitude towards job, co-workers and clients.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
13. Demonstrate the ability to perform job tasks and to work independently.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
14. Express themselves clearly in written and spoken communications.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
15. Follow policies, rules and regulations of the job.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5



EASTERN IOWA COMMUNITY COLLEGE DISTRICT

306 West River Drive, Davenport, Iowa 52801-1221

RADIOLOGIC TECHNOLOGIST SURVEY

The purpose of this survey is to assist the Eastern Iowa Community College District in gathering information about employment trends and educational needs in the radiologic technologic field. Your responses will help to provide direction to our future programming efforts. The names of firms and businesses replying will not be released. We appreciate the time you will take to complete this survey.

For Data
Processing
Use Only

SECTION A

EMPLOYEE CHARACTERISTICS: Indicate your response by circling the number of your choice or by providing the information requested.

- 1 (1-1) 1. Do you presently employ radiologic technologists at your facility?
1. Yes 2. No If no, then you have completed this survey. Please return it in the envelope provided.
- (2-2,3) 2. How many radiologic technologists do you presently employ?
- (3-4) 3. Please indicate the entry-level hourly salary range for radiologic technologists at your facility.
1. Below \$5.00/hr.
 2. \$5.00-\$5.99/hr.
 3. \$6.00-\$6.99/hr.
 4. \$7.00-\$7.99/hr.
 5. \$8.00-\$8.99/hr.
 6. \$9.00-\$9.99/hr.
 7. \$10.00 or more/hr.
- (4-5) 4. What is the minimum educational level you normally require of a newly hired radiologic technologist?
1. Graduate of an accredited radiologic technology program (i.e., hospital-based program)
 2. Associate degree in radiologic technology
 3. Bachelor's degree in radiologic technology
 4. Other (please specify) _____

- (5-6) 5. Do you hire only registered radiologic technologists?
1. Yes 2. No
- (6-7) 6. Do you prefer to hire radiologic technologists who are registered/ certified in more than one discipline/speciality area?
1. Yes 2. No
- (7-8,12) 7. If you answered yes to question #6, please circle all of the following that apply.
- (-8) 1. Radiography (R.T.R.)
- (-9) 2. Nuclear Medicine (R.T.N.)
- (-10) 3. Radiation Therapy (R.T.T.)
- (-11) 4. Medical Sonography (R.D.M.S.)
- (-12) 5. Other (please specify) _____
- (8-13) 8. How much previous experience do you normally require of a newly hired radiologic technologist?
1. None
2. Less than one year
3. One to two years
4. More than two years

SECTION B

EMPLOYMENT PROJECTIONS/EDUCATIONAL NEEDS:

Indicate your response by circling the number of your choice or by providing the information requested.

- (9-14,25) 9. What are the immediate and projected employment needs for radiologic technologists at your facility?
- | | Full-Time | Part-Time |
|---|-----------|-----------|
| (-14,17) 1. Immediate job openings? | _____ | _____ |
| (-18,21) 2. Anticipated job openings during 1986? | _____ | _____ |
| (-22,25) 3. Anticipated job openings in 1987? | _____ | _____ |
- (10-26) 10. Do you require any additional training/education of your newly hired radiologic technologists?
1. Yes 2. No If no, please skip to question #12.
- (11-27,32) 11. If you answered yes to question #10, please indicate which of the following methods you employ. (Please circle all that apply)
- (-27) 1. On-the-job-training
- (-28) 2. In-house seminars/workshops
- (-29) 3. External seminars/workshops
- (-30) 4. External school/classes at the local community college
- (-31) 5. External school/classes at a university/four year college
- (-32) 6. Other (please specify) _____

- (12-33,39) 12. Please indicate what methods you employ in allowing your present radiologic technologists to update their knowledge/skill levels. (circle all that apply)

- (-33) 1. On-the-job-training
(-34) 2. In-house seminars/workshops
(-35) 3. External seminars/workshops
(-36) 4. External school/classes at the local community college
(-37) 5. External school/classes at a University/four year college
(-38) 6. no updating activities employed
(-39) 7. Other (please specify) _____

SECTION C

EMPLOYMENT TRENDS: Indicate your response by circling the number corresponding to your choice by providing the information requested.

- (13-40) 13. Do you foresee a need for future radiologic technologists to be trained in basic computer sciences to include at least one programming language?

1. Yes 2. No

Please explain _____

- (14-41) 14. Do you think there is a need to expand the present curriculum to include specialized radiography (i.e., Computed Tomography, Special Procedures to include Digital Radiography, Cardiac Catheterization, Magnetic Resonance)?

1. Yes 2. No

Please explain _____

- (15-42) 15. Do you see a need for crosstraining radiologic technologists in the medical imaging technologies (i.e., Sonography, Nuclear Medicine, Radiation Therapy)?

1. Yes 2. No

Please explain _____

- (16-43) 16. Do you feel that crosstrained medical imaging professionals should also be trained in advanced medical procedures (i.e. Advanced Cardiac Life Support, EKG Monitoring)?

Please explain _____

Radiologic Technology

Please evaluate the following skills, according to the rating scales provided. Circle the number corresponding to the correct response.

Please circle your best estimation to the three rating scales:

Order of Importance to New Employee: "How important" is this skill to new employees?

How Soon After Starting Job Does Employee Use Skill: "How soon" is this skill used by a new employee during the first year of employment?

How Often Does The New Employee Use The Skill: What is the "frequency" of skill used by the new employee?

Order of Importance to New Employee	How Soon After Starting Job Does Employee Use Skill	How Often Does The New Employee Use Skill
1. Extremely Important	1. Within first week	1. Daily
2. Very Important	2. After 3 months	2. Weekly
3. Important	3. After 9 months	3. Monthly
4. Some Importance	4. After 1 year	4. Yearly
5. Not Important	5. Not Used	5. Not Used
6. Not Used		

Personal Characteristics

1. Arrive to work on time.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
2. Show enthusiasm for the tasks to be performed.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
3. Dress appropriately and professionally.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
4. Show tact with patients and others.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
5. Show initiative to perform beyond normal expectations.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
6. Display conduct acceptable to fellow workers.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
7. Use oral and written medical communication.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
8. React quickly and appropriately to emergency situations.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9. Accept change positively.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
10. Handle stressful situations effectively.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
11. Communicate effectively by phone.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
12. Accept constructive criticism.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Order of Importance to New Employee	How Soon After Starting Job Does Employee Use Skill	How Often Does The New Employee Use Skill
1. Extremely Important	1. Within first week	1. Daily
2. Very Important	2. After 3 months	2. Weekly
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4. Some Importance	4. After 1 year	4. Yearly
5. Not Important	5. Not Used	5. Not Used
6. Not Used		

Technical Knowledge

13. Perform basic mathematical functions.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
14. Operate radiographic imaging equipment.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
15. Operate Accessory devices.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
16. Position imaging system to perform radiographic examinations and procedures.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
17. Process radiographs.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
18. Determine exposure factors to obtain diagnostic quality radiographs.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
19. Adapt exposure factors when appropriate	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
20. Evaluate radiographic images for appropriate image quality.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Positioning Skills

21. Demonstrate knowledge of human structure, function and pathology.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
22. Position patient to perform radiographic examinations and procedures.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
23. Modify standard procedures to accommodate for patient condition and other variables.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
24. Evaluate radiographic images for appropriate positioning.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Nursing Skills

25. Anticipate and provide basic patient care and comfort.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
26. Apply principles of body mechanics.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
27. Recognize emergency patient conditions.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
28. Initiate first aid and basic life support procedures.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Order of Importance to New Employee	How Soon After Starting Job Does Employee Use Skill	How Often Does The New Employee Use Skill
1. Extremely Important	1. Within first week	1. Daily
2. Very Important	2. After 3 months	2. Weekly
3. Important	3. After 9 months	3. Monthly
4. Some Importance	4. After 1 year	4. Yearly
5. Not Important	5. Not Used	5. Not Used
6. Not Used		

Radiation Protection

29. Determine exposure factors with minimum radiation exposure.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
30. Practice radiation protection for the patient, self and others.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
31. Use shields when appropriate.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Quality Assurance

32. Know the safe limits of equipment operations.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
33. Report equipment malfunctions.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
34. Demonstrate understanding of quality assurance.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
35. Evaluate performance of radiographic systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Microcomputer knowledge

36. Understand basic computing concepts and terminology.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
37. Operate computer-aided imaging systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
38. Ability to use keyboard.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
39. Ability to interact with computer systems.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

Storage of Documents and Imaging Records

40. File documents when appropriate.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
41. Retrieve documents when appropriate.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
42. Manage clerical desk.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
43. Prepare paper work for imaging study.	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5

APPENDIX C

FACULTY SELF-STUDY REPORT

FACULTY SELF-STUDY REPORT

The following questions provide an outline for the program descriptive data. Please answer these questions on separate sheets of paper.

Date _____

Program/Curriculum _____

Diploma _____ Certificate _____ Degree _____

Length of Program/Curriculum _____ Semester(s) _____ Summer Session(s)

Department Chair _____

1. Discuss history of Program/Curriculum. Date of implementation. Was it an offshoot of existing program. Date of major revision of program. State nature of revisions. Discuss any institutional changes and/or external factors that have impacted enrollment, curriculum, job placement, etc. in the program.
2. What is the Program/Curriculum philosophy? List Program/Curriculum Goals and Objectives.
3. Describe Program/Curriculum requirements for admissions (specific entry testing, skills, etc.).
4. Program/Curriculum accredited or approved? State the name of agency and length of accreditation, term of accreditation.
5. Describe methods of instruction utilized.
6. How does the Program/Curriculum utilize counseling and academic advising?

7. Academic advising: What is the ratio of advisees per advisor?
8. Describe how the curriculum reflects "state-of-the-art" and the efforts utilized by faculty to keep curriculum relevant?

9. Course Development

List the courses offered within the program.

Course No.	Course Title	Last Term Offered	Year Revised	Methods(s) utilized in course revision (i.e. DACUM, Task Analysis, Advisory Comm., etc.)
------------	--------------	-------------------	--------------	--

Attach complete copies of all approved and updated course development models. All course development models are to be reviewed by faculty and accurately reflect what is taught in the course.

10. Articulation Agreements: Programs as well as specific courses may be articulated with other institutions. List these institutions and explain the articulation agreement.

A. Local colleges ☐ Yes ☐ Partial ☐ No ☐ NA

B. Local universities ☐ Yes ☐ Partial ☐ No ☐ NA

C. Local High Schools ☐ Yes ☐ Partial ☐ No ☐ NA

11. Discuss any arrangements with business and industry which enhance the Program/Curriculum?

12. Equipment

- A. Describe the type of equipment/materials utilized in instruction.
- B. Are equipment and materials up-to-date? Explain.
- C. Are they properly maintained? Explain.
- D. Equipment yearly costs for past three years. (i.e. equipment acquisition and maintenance and repair).
- E. Project costs for the maintenance and repair of existing equipment for next three years.
- F. Project need for new equipment and required materials, including costs.

13. Facilities

A. Describe floor space used exclusively by Program/
Curriculum.

Include: Laboratory sq. feet
Classroom(s) sq. feet
Office space sq. feet

B. Is the space allotted sufficient? Explain.

14. Advisory Committee

Number of members _____. Number of meetings per year _____.

Explain the advisory committee's extent of involvement in the program.

15. Faculty

Year Year Year

- A. Number of full-time faculty
- B. Number of contact hours
taught by full-time faculty
- C. Number of part-time faculty
- D. Number of contact hours
taught by part-time faculty
- E. Total contact hours (full
and part-time)
- F. Number of classes
- G. Average class size
- H. Smallest class size
- I. Largest class size
- J. Total number of day classes
- K. Total number of evening
classes

- L. Professional Development of faculty. List all faculty and designate full and part-time status. Indicate degrees and certification for each member. Provide the professional development activities for each faculty member over the last two years.

Faculty	F.T.	P.T.	Certification/ Degrees	Staff Development Year	Activities Year
---------	------	------	---------------------------	---------------------------	--------------------

18. Describe the employment trend and outlook or the trend of transferability to senior institutions in the area the Program/Curriculum is preparing students.
19. Describe the unique characteristics of the Program/Curriculum.
20. Project the future trends of the Program/Curriculum.
21. List the Program/Curriculum strengths separately, in order of importance.
22. List the major concerns of Program/Curriculum separately and in order of importance. Cite the reason(s) for the concerns and include a description of how each concern could be addressed, providing specific recommendations where possible.